

# Torfield and Saxon Mount Academy Trust



## Emotional Health and Wellbeing Statement

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July 2022

The National Institute for Health and Care Excellence (NICE) 2019 advises that primary schools and secondary schools should be supported to adopt a comprehensive, 'whole school' approach to promoting the social and emotional wellbeing of children and young people. Such an approach moves beyond learning and teaching to pervade all aspects of the life of a school, and has been found to be effective in bringing about and sustaining health benefits.

At Torfield and Saxon Mount Schools we work towards positive Emotional Health and Wellbeing in the whole of our school communities for adults as well as children.

## **CONTEXT AND RATIONALE**

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, encouraging high aspirations, promoting social inclusion and improving behaviour and attendance
- involving pupils more fully in the operation of the school especially through the school council and feedback from pupils and their parents
- helping pupils and staff feel happier, more confident and more motivated
- helping to meet legal, ethical and curricular obligations

## **AIMS**

Happier and more motivated pupils and staff get more out of life and feel success is achievable:

### **Teaching and Learning**

- Pupils are more engaged in the learning process
- Pupils can concentrate and learn better
- Improved standards in all subjects, especially literacy and numeracy.
- Improved attainment
- More effective teaching
- Parents and carers involved in school life and learning

### **Behaviour and Attendance**

- Pupils with high self-esteem and confidence
- Pupils have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Even more positive interactions and behaviour towards others
- Understanding and acceptance of everyone's differences

### **Staff Confidence and Development**

- Improved morale
- Lower absenteeism
- Continue effective recruitment process
- Positive and effective relationships with pupils

## **VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING**

### **The school promotes and provides a range of services to pupils:**

- Additional Support team / designated staff who work with identified pupils to support wellbeing
- School council can act as mentors / pupil support where appropriate
- Tutors and teachers can support class wellbeing and individual pupils.
- Qualified first aiders First Aid at Work FAW and Emergency First Aid at Work, EFAW are employed
- Safe, clean, low arousal, ASD friendly environment
- Enriching environment with a wide variety of equipment and outdoor spaces appropriate to the emotional, SEN and health needs of the pupils
- Co-ordinated support from a range of external organisations and as part of the school staffing
- A well-established transition program including Taster sessions, visits, Taster Days and supporting resources
- Hygienic toilets and changing areas which ensure dignity, privacy and safety and allow for different pupils' toileting and changing needs due to their SEN

### **The school promotes an anti-bullying culture through:**

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policy through assemblies and events such as national anti-bullying week, online safety activities and using Rainbow Rewards or Skillsbuilder materials
- Encouraging active listeners, including teachers, teaching assistants and adults other than teaching staff to whom the victim may turn
- Close relationships with parents and carers promoting regular communication and shared expectations

### **The school promotes and strengthens the pupil voice through:**

- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council
- Involving pupils in applications and interviews for school council and prefect positions
- Allocating a rewards budget
- Opportunities in assemblies
- Regularly seeking the views of pupils about their experiences at school
- Use of the Zones of regulation to enable children to discuss their emotional wellbeing
- Use of PECS and Communication in Print where appropriate to support children with speech, language and communication needs.

### **The school promotes the involvement of parents and carers in the life and learning of the pupils through:**

- Regular consultation about development through questionnaires and parents evenings
- Subject Focus evenings, Annual Reviews, PEPs and MVMs for Looked after children and preparing for transition meetings
- Parental support in school trips and extracurricular activities

- Regular communication and involvement over pupil progress, behaviour and wellbeing issues
- Coffee mornings and drop in sessions to facilitate mutual parent support and learning about the curriculum; family learning activities etc.

**The school facilitates a context for learning through:**

- Enhancing and improving school and classroom layout; facilities and resources
- Recognising and taking account of the background and experiences of individual pupils and their physical, social and emotional needs and their Special Educational Needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships between all.

**The school enhances pupil motivation, engagement and learning through:**

- Consistent support for vulnerable children and those with SEN from trained teams of teaching and support staff and other agencies where appropriate.
- A range of appropriately challenging opportunities for all children regardless of level of SEN
- An exciting and varied range of extra-curricular events, trips and holiday provision
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Encouraging and facilitating independence in learning
- Using a range of teaching styles approaches appropriate to pupils' age, ability and level of maturity
- Using the Rainbow Awards, Skillsbuilder and Zones of Regulation materials to raise self-esteem and confidence levels.
- Using an effective and comprehensive reward system to encourage pupils to engage fully in learning

**The school enhances pupil self-esteem and personal development through:**

- The whole curriculum which includes Citizenship, PSHE and social and communication skills
- Information, advice and guidance on health, sex and relationships, drugs, alcohol, tobacco and internet safety
- Careers advice
- Opportunities for pupil leadership through school council, school prefects
- An emphasis on praise and rewards
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum and assemblies

**The school enhances staff motivation, learning and professional development through:**

- Whole school training events which cover all areas of professional development,
- Access to appropriate external training

- Involving all staff in decision making and proposed changes e.g. focus for pupil development over the year, curriculum development etc..
- Provision of PPA time to allow for assessment, planning and evaluation activities
- Consultation on personal effectiveness, training and support needs through regular review
- Regular “wellbeing lifts” to acknowledge staff positivity and continued commitment to the children and life of the school.

## **Monitoring/Review**

- The academy advisory board (AAB) are committed to reviewing the impact of the Emotional Health and Wellbeing statement as part of the rolling programme, alongside the following policies and aspects (not an exhaustive list):-
  - Behaviour Policy
  - Anti-bullying Policy
  - Equality Policy
  - SEN Policy
  - Attendance Policy
  - Curriculum Policy
  - Teaching and Learning Policy

Introduced: July 2020

Reviewed: July 2022

To be reviewed: July 2024